

week 35:	everyone is special
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The main aim of this program is for the Cubs to realise that everyone is special in their own way and even if someone is not able to do something the same way as we can, it does not mean that they should be singled out and excluded for being different! There are many disabilities besides those which we are familiar with and the Cubs need to be made aware that it is okay to be different and that we are all special is because we do things differently – whatever the reason! Do some research before you run this program and include/mention as many disabilities as you can to create the awareness.

Games:

1. **Relay:** Can you do this? (No hands)

Cubs in Sixes. Each Cub gets a plastic spoon. In relay formation, one Cub at a time puts the plastic spoon in his/her mouth, picks up a cotton ball (or similar), which is laid out in front of the Six, using the plastic spoon – no hands to be used at all! Once the cotton ball is on the spoon, the Cub is to run/walk quickly to a designated spot, drop off the cotton ball and run back to his/her six and the next Cub has a turn. Once all the Cubs have had a turn the Six must sit quietly and wait for the others to finish. If the cotton ball is dropped on the way to the designated spot, the Cub needs to try and pick it up again without using hands.

2. **Team:** Drag the Body (Paralysed)

Cubs to play this game in their Sixes (have at least 5 Cubs to a group). Give each group a blanket (or similar). Have one Cub lie/sit down on the blanket. The groups must drag the 'body' on the blanket from one end of the hall to the other. Whoever crosses the finishing line first, wins. (*Cubs to be made aware that they can all help those less fortunate than themselves – in this case someone who cannot walk themselves can be assisted if everyone works together*).

3. **Circle:** Clap and Catch (Sound)

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4. **Active:** Goalball (Sight)

Goalball is a unique team sport developed in 1946 to help rehabilitate blinded WWII veterans. It was introduced to the world at the 1976 Toronto Paralympics in Canada and has been played at every Paralympics since. In addition, since 1978 a Goalball World Competition has been held every four years. Although these are the rules of the game, adapt to suit your pack.

How to play:

The original aim of goalball was to just roll the ball over the opponent's goal line but, as the game evolved, the skill level and tactics of the game increased. Each team has three players, one centre and two wingers. The team plays on a court divided into six-metre thirds. All players are blind-folded, so blind, visually-impaired and sighted athletes can compete together. The referee is sighted. Goalball is a non-contact sport, with each team staying in the third in front of their goal line. The middle third is no-man's-land. Raised tape on the court floor (use a thick rope) enables players to feel their way around, using their hands and feet. The goalball has bells in it, so defenders listen for the noise then throw themselves on the floor, or slide across the floor to block the ball and prevent a goal. To pass the ball, team-mates tap the floor to let players know where they are

(possibly best played inside). Goals are still scored by getting the ball past the opposition and across the end line.

5. **Wide game:** Variety of activities

Cubs can move from base to base and do the different activities – or do each one as a Pack and get feedback from the Cubs about the difficulties they experience.

Eyes: Put Vaseline on plastic glasses and let the Cubs try and read something.

Thumb: Cubs have to pick up items (e.g. a heavy book) using fingers only – no thumbs

Hand: Pick up a tray containing (plastic) cups etc. – hands clenched, thumbs tucked in.

Foot: Cross the room on hands and knees, without feet touching floor.

Finger: Pick up items (e.g. a heavy book) using certain fingers only.

Leg: A race: Some Cubs can use both legs; some use only one (hop). Who wins?

No legs: Set up chairs around the hall in a circle. Cubs to try and get from chair to chair without using their legs – use arms only.

Sense Training:

1. **Sound:** Rattling tins

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2. **Touch:** What's in the bag?

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3. **Smell:** Beware

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Yarn:

Story of Helen Keller - Story for Children (origin unknown)

Our story today is about a girl called Helen. When Helen was very young, not even two years old, she became very, very sick. She was so sick that she almost died. She didn't die but she lost her hearing and her sight. Yes, she became deaf and blind.

Can you imagine what it would be like to be both deaf and blind? If you close your eyes tight, and put your hands over your ears so you cannot hear, you will have an idea what it would be like. When Helen got over being sick and was feeling well again, which took a long time, she found she couldn't do many things and so she was bumping into things and tripping on things. Her mother and father couldn't tell her where to walk or play because she couldn't hear them, and they couldn't show her because of course, she couldn't see them. Helen wanted to do things but it wasn't possible so she would get very angry and upset and would fight and hit at people. She couldn't talk because she had not learned before she was sick, so she could not tell her parents what she wanted, or what she was thinking. Her parents tried to teach her things but it was very difficult.

When Helen was about 7 years old her Mom and Dad hired a teacher to come and live with them. The teacher had a very difficult job and tried many different ways to get Helen to understand.

If you had a friend who could not see or hear, how would you get them to do things, and learn about things? You would have to get them to use their hands to see and hear with. That is what Helen's teacher did. She would lead her to something like a tree or a horse and she would get her to touch it so that she would get an idea of what its shape and size was. Then she would spell the word that represented the object in the palm of Helen's hand. Well, she did this for months and months, and Helen did not seem to understand what was happening, although she loved going out for walks with her teacher and touching the leaves and flowers and buildings and animals. And she was feeling much more contented and happy. Then one day Helen's teacher was trying to teach her how to spell water but she wasn't having much luck with it. So she took Helen out into the yard where there was a water pump and she pumped water onto Helen's hands and arms and face and head, and she kept spelling the letters W-A-T-E-R- in the palm of Helen's hand. All of a sudden, just like a miracle, Helen realized that the letters being made on her hand meant the stuff that was being washed over her arms and face. Then she understood that all the other things her teacher had been spelling on her hand represented the things that the teacher had gotten her to touch. From that time on Helen learned very fast. She had discovered what words were even though she could not see them or hear them.

When Helen got older she learned to read books that have special letters that are called braille. These are made up of little bumps that can be felt with the fingers.

She later went to college and learned how to write. She wrote many books and she travelled all over the world teaching and helping other people who were blind or who were deaf.

Helen's life was not wasted because she could not see and hear. Her life was very rich and very happy and productive. Her life is an inspiration to all of us to do the best we can with the blessings that God has given to us.

Craft/Activity:

1. **Activity:** Cubs to draw pictures or write their name using only their mouth. Or try the same activity with the Cubs using their toes.
2. **Handcraft:** Feely cards.

Something that has been tried and tested and works really well are "feely cards". You will need a piece of thick card – A4 size. On each piece of card, draw (or Cubs can draw) the outline of a picture – nothing too detailed. Then get a lot of different textures to fill the pictures. Example of textures used can be a scouring pad for a tree trunk, a knitted square for a house, bubble wrap coloured in blue with a permanent marker for a cloud (not ideal messy until it dries!), craft foam for the roof of the house and felt for the leaves of the tree. Other textures could be actual bark of a tree, string, sweet wrappers, cold drink tin tabs, etc. Use your imagination – or rather let the Cubs use their imagination!

You can also stick thick board onto a coloured sheet of thinner card which can be laminated so as to protect the card and could be wiped should it get dirty – a border of insulation tape can be used to make sure the two boards stay together! Also gives it a nice finishing touch. Once the Cubs have made the boards, double check each board to ensure that the textures have been stuck down properly. Use a really good glue and where necessary, maybe sew the textures onto the board. Once they are complete, they can be donated to a learning facility which focusses on special needs children.

Singing/Play Acting:

1. **Singing:** Cub Vesper

Lord in this evening hour I pray
For strength to do my best each day
Draw near to me that I may see

The kind of Cub you'd have me be

In serving others may I see
That I am really serving Thee
Fit me O Lord in thy great love
That I may be a better Cub

2. Playacting:

One Cub is blindfolded and asked to perform certain actions where sight is necessary. Examples: catch a ball; write your name, etc.; or Cubs to carry out commands that are 'mouthed' to them (i.e. no sound or gestures). Examples: lie down; raise your left leg into the air; sit up; stand on your right leg.

Advancement covered:

Silver Wolf:

None

Gold Wolf:

Service: Find out about an organisation that helps those in need in your community and do something to support it. (Handcraft: The feely boards the Cubs made in the handcraft section may be used here).

Some further reading and ideas can be found here:

<http://www.christian-horizons.org/wp-content/uploads/2012/01/Activities-for-Raising-Disability-Awareness.pdf>

A nice exercise to do with the Cubs:

<http://elemschoolcounselor.blogspot.co.za/2012/03/whats-best-part-of-m.html>